

Grade K: Module 2: Cycle 6

Overview

Phonemes Introduced in This Cycle

/i/, /g/

High-Frequency Word

“on”

Cycle Word List

In Modules one and two, Kindergarteners work with spoken words and sounds as they learn the primary sound for each consonant and short vowel. The following lists provide examples of words that contain sounds taught in this cycle, found in the initial or final position of the word and can be used in spoken form or written form for more advanced readers.

The last five are words with two and three phonemes. Students who are able to segment individual sounds within written and spoken VC (vowel, consonant) and CVC (consonant, vowel, consonant) words can use words from this list (or similar). Note that this list may contain some sounds that have not yet been introduced.

goose	itch	rug	in
girl	insect	bug	it
goat	inch	dog	sit
gum	ink	leg	gab
gate	iguana	wig	pig



Cycle at a Glance

RF.K.1, RF.K.1d, RF.K.3, RF.K.3a, RF.K.3b

Agenda

- Opening (5 minutes)**
 - Read-aloud: Letter Story: “i”
- Work Time (10–15 minutes)**
 - Getting to Know Letters (Part 1): “i” and “g”
 - Letter-Sound Chant: “i” and “g”

3. Closing and Assessment (2 minutes)

A. Reflecting on Learning

4. Differentiated Small Group Instruction and Rotations (40–45 minutes)**Daily Learning Targets**

- I can identify a keyword for the vowel “i.” I can act out the events from the Letter Story: “i.”
- I can identify the name and sound for the letters “i” and “g.” (RF.K.3)

Ongoing Assessment

- Observe students during Work Time. Determine whether they can say the sounds for each letter correctly. Refer to the Articulatory Gestures chart as needed.
- Record students’ progress on the Snapshot Assessment.

Lesson 32**RF.K.1, RF.K.1a, RF.K.1b, RF.K.1d, RF.K.3, RF.K.3a, RF.K.3b, L.K.1, L.K.1a****Agenda****1. Opening (5 minutes)**

A. Poem Launch: “The Grumpy Iguana”

B. Poem Letter Search: “i” and “g”

2. Work Time (10–15 minutes)

A. Getting to Know Letters (Part 2): “i” and “g”

3. Closing and Assessment (2 minutes)

A. Reflecting on Learning

4. Differentiated Small Group Instruction and Rotations (40–45 minutes)**Daily Learning Targets**

- I can follow along in a shared text (poem).
- I can search for letters in a familiar text (poem): “g” and “i.” (RF.K.1)
- I can follow directions for writing letters “g” and “i.” (L.K.1)

Ongoing Assessment

- Observe students during Opening. Determine whether they can identify the letters “g” and “i” in the shared text.
- Observe students during Work Time to notice their preferred grip during letter formation and correct as necessary.
- Record students’ progress on the Snapshot Assessment.

Lesson 33

RF.K.1, RF.K.1a, RF.K.1b, RF.K.1d, RF.K.3, RF.K.3a, RF.K.3b, RF.K.3c

Agenda

1. **Opening (5 minutes)**
 - A. Poem: Articulatory Gestures
2. **Work Time (10–15 minutes)**
 - A. Clues to the Mystery Word
 - B. Mystery Word: “on”
3. **Closing and Assessment (2 minutes)**
 - A. Reflecting on Learning
4. **Differentiated Small Group Instruction and Rotations (40–45 minutes)**

Daily Learning Targets

- I can identify the name and sound for the letters “i” and “g.”
- I can search in a text (poem) and find a word with one letter in it.
- I can use clues from the text (poem) to identify a mystery word.

Ongoing Assessment

- Observe students during the Opening.
 - Determine whether they can say the sounds for each letter correctly. Refer to the Articulatory Gestures chart as needed.
 - Also determine whether they demonstrate one-to-one correspondence with words.
- Record students’ progress on the Snapshot Assessment.

Lesson 34

RF.K.2, RF.K.2b, RF.K.3, RF.K.3a

Agenda

1. **Opening (5 minutes)**
 - A. Letter-Sound Chant: “h,” “p,” “a,” “t,” “n,” “c,” “m,” “r,” “v,” “s,” “i,” and “g”
2. **Work Time (10–15 minutes)**
 - A. Feel the Beats
3. **Closing and Assessment (2 minutes)**
 - A. Reflecting on Learning
4. **Differentiated Small Group Instruction and Rotations (40–45 minutes)**

Daily Learning Targets

- I can identify the name and sound for the letters “h,” “p,” “a,” “t,” “n,” “c,” “m,” “r,” “v,” “s,” “i,” and “g.” (RF.K.3)
- I can feel and count the syllables (beats) in the words of a poem. (RF.K.2)

Ongoing Assessment

- Observe students during Work Time A.
 - Determine whether they can identify the number of syllables in spoken words.
 - Also determine whether they can pronounce each individual syllable, blend them, and segment them.
- Record students’ progress on the Snapshot Assessment.

RF.K.2, RF.K.2a, RF.K.3, RF.K.3a**Agenda****1. Opening (5 minutes)**

A. Letter-Sound Chant: “h,” “p,” “a,” “t,” “n,” “c,” “m,” “r,” “v,” “s,” “i,” and “g”

2. Work Time (10 minutes)

A. Rhyme Time

3. Closing and Assessment (2 minutes)

A. Reflecting on Learning

4. Differentiated Small Group Instruction and Rotations (40–45 minutes)**Daily Learning Targets**

- I can identify the name and sound for the letters “h,” “p,” “a,” “t,” “n,” “c,” “m,” “r,” “v,” “s,” “i,” and “g.” (RF.K.3)
- I can identify and produce words that rhyme. (RF.K.2)

Ongoing Assessment

- Observe students during Work Time A.
 - Determine whether they can identify the rhyming words in lines of the poem.
 - Also determine whether they can produce a new word that rhymes when provided with a new initial sound.
- Record students’ progress on the Snapshot Assessment.

Lesson 31 Teaching Notes**Purpose of lesson and alignment to standards:**

- Because this cycle introduces the vowel “i,” the Opening Poem Launch instructional practice is replaced in this first lesson with the read-aloud of its Letter Story. The poem will be introduced in the next lesson instead. Consider beginning the Opening with an air of excitement, reverence, and drama; something important is about to be revealed!
- We know that primary learners use stories to construct meaning. During the introductory cycle, students were introduced to Letter Stories. During Opening A, students will revisit the stories and get to know the letter “i.” While the stories accompanying each of the consonants are offered as extensions and/or suggestions for differentiated small group work, each time a vowel is introduced in a cycle, the first lesson begins with its story. This serves to underscore the importance of vowels and provides another mnemonic through which students can commit them to memory. The actual stories can be found in the Learning Letters Book. The use of stories for the consonants could be particularly powerful for students with little to no alphabetic knowledge (Pre-Alphabetic group), providing a meaningful association to the letter’s sound, name, and formation (see Reading Foundations Skills Block Overview for more information). Consider also reading Letter Story: “g” during another portion of the day (such as differentiated small group instruction or as a separate read-aloud) (RF.K.1d, RF.K.3a).

- During Work Time A, Getting to Know Letters (Part 1) begins with a reveal of two letters from this cycle: “g” and “i.” As students “meet” the letter, guide them to explore the following about each letter: its shape (formation), its name (grapheme), its sound(s) (phoneme), and a consistent keyword that represents the letter. The revelation of the “iguana” from the story in the Opening as the keyword for “i” provides an opportunity to identify it as a vowel. Once the students have “met” each letter, they (with support) generate new words that represent the phoneme (sound) in the beginning or end of the word (RF.K.1d, RF.K.3a).
- Important notes about each letter: Distinguishing the sounds of the vowels can be particularly challenging for many students. Using articulatory gestures to feel the way the /i/ is produced in the mouth facilitates making the distinction. The letter “g” is a stop consonant, which means the vocal tract is blocked off when it is pronounced, stopping airflow. This letter also includes its alternate sound, /j/, in its name (“jee”), as well as the /ē/ at the end, possibly causing confusion for some students.
- The Letter-Sound Chant is an ongoing routine that reinforces taught grapheme (letter) and phoneme (sound) connections and keywords. This chant connects the keyword and phoneme in memory for students to support quick recall of phonemes for decoding and encoding (RF.K.1d, RF.K.3a). During Work Time B, the chant is continued with letters “i” and “g.”

How it builds on previous work:

- During Cycle 1, students learned the vowel “a” and were alerted to the fact that it is one of five letters that have a particularly important role in words. This cycle introduces the second of the five students will meet by the end of the second module: the vowel “i.”
- Review of the graphemes and phonemes taught in Cycles 1–5 is woven through the Cycle 6 poem and Letter-Sound Chant.

Down the road:

- In the Closing, students debrief a specific new learning or skill from the lesson and reflect on why it may be important to becoming proficient readers and writers. Throughout the module, guide students toward more specific responses (example: “I practiced making the sound for ‘i,’ which is /i/”). Consider asking students to name how they are building habits of character (examples: persevering, listening to a partner).

Lesson 32 Teaching Notes

Purpose of lesson and alignment to standards:

- Because this cycle includes a vowel (“i”), Lesson 31 began with a read-aloud focusing on that vowel. Opening A of today’s lesson includes an abbreviated version of the Poem Launch instructional practice. The poem: “The Grumpy Iguana” is introduced. Like all other poems in the cycles, this poem is used throughout the remaining lessons in the cycle, each time for a different purpose. It uses keywords that represent each letter introduced in the cycle. The verses incorporate new high-frequency word(s) and words that feature the cycle’s new graphemes (letters) and phonemes (sounds) (RF.K.1b).
- Opening B includes an abbreviated version of the Letter Search instructional practice. Because of time constraints, distributing a copy of the poem to students, either in a personal poetry notebook or a loose copy in a clear plastic sleeve, to follow along is optional (RF.K.1d).

- During Work Time A, Getting to Know Letters (Part 2) builds on Part 1, in which students “met” the sounds and names of “i” and “g” and keywords associated with each letter (“iguana” and “goose,” respectively). Today, students work with the same two letters, now getting to know the shape and formation of each letter, practicing first with their bodies and then on paper (L.K.1a).
- It can take some time for students to sort out when to use the lowercase version of a letter and when to use the uppercase version. When introducing letter formation for lowercase “a” explain that this is the “a” that is most often used in reading and writing. When introducing the formation of the uppercase “A,” put it into the context of a name. Example: “Now we will write uppercase ‘A,’ like at the beginning of the names ‘Anthony,’ ‘Ariel,’” etc. It is ideal to use the name of a familiar student or character whenever possible; this makes the function of uppercase letters to indicate proper names more direct and meaningful.

How it builds on previous work:

- Review of these graphemes and phonemes taught in Cycles 1–5 are woven through the Cycle 6 poem and Letter-Sound Chant. Students also will search for these letters during the Poem Letter Search (along with the newly introduced graphemes). In Lesson 31, students learned the keywords for letters “i” and “g” in the Letter-Sound Chant.

Down the road:

- In the Closing, students debrief a specific new learning or skill from the lesson and reflect on why it may be important to becoming proficient readers and writers. Throughout the module, guide students toward more specific responses (example: “You start the letter ‘g’ just like the letter ‘a.’ I think that’s important because it helps me remember how to write it correctly”). Consider asking students to name how they are building habits of character (examples: persevering, listening to a partner).

Lesson 33 Teaching Notes

Purpose of lesson and alignment to standards:

- In Opening A, students continue to practice their letter-sound knowledge, using articulatory gestures to support their learning of /i/ and /g/. This ongoing routine reinforces the taught grapheme (letter) and phoneme (sound) connections. Consider providing students (or partners) with hand mirrors to see their mouth movements as they pronounce each phoneme (RF.K.1d, RF.K.3a).
- During Work Time A and B, students review the poem: “The Grumpy Iguana” and use it for a new purpose: searching for a “mystery” high-frequency word. Students are given clues about the number of letters in the word and then search for words with the same number of letters, encouraging student inquiry. They also listen for a word as the teacher reads the words of the poem, clapping when they hear it. Students each need a copy of the poem, either in a personal poetry notebook or a loose copy in a sleeve, to follow along. If materials management is a concern at this point in the year, consider working up to using paper and writing utensils (RF.K.1a, RF.K.1d).

How it builds on previous work:

- During Cycle 1, students learned how to follow along with a shared text. Students continue this throughout the module with each cycle poem.
- Review of the graphemes and phonemes taught in Cycles 1–5 are woven through the Cycle 6 poem.

Down the road:

- In the Closing, students debrief a specific new learning or skill from the lesson and reflect on why it may be important to becoming proficient readers and writers. Throughout the module, guide students toward more specific responses (example: “I practiced saying the sounds letters make”). Consider asking students to name how they are building habits of character (examples: persevering, listening to a partner).

Lesson 34 Teaching Notes

Purpose of lesson and alignment to standards:

- During Work Time A, students revisit the poem: “The Grumpy Iguana,” using it to listen for and identify each syllable (beat) in a spoken word. They count the number of syllables in the spoken word, pronounce each one, and manipulate each by segmenting and blending (RF.K.2b). Phonemic awareness, the ability to focus on the separate, individual sounds (phonemes), is crucial for reading and spelling development. When students have trouble separating phonemes (sounds) in words, it can be challenging to attach “h,” “p,” “a,” “t,” “n,” “c,” “m,” “r,” “v,” “s,” “i,” and “g” phonemes to graphemes (letters) and use that knowledge to decode (read) and encode (spell) words. Blending and segmenting syllables in words develops this phonemic awareness, teaching students to analyze vowel-sound units in words. Feel the Beats guides students to analyze sounds in spoken words (RF.K.2).
- The word “blend” is used in this lesson to describe how students blend multiple syllables of a word back together after segmenting it (breaking it apart). To support students’ understanding of this new vocabulary, consider using a hand motion (example: pull your left and right hands together, joining them in front of you).

How it builds on previous work:

- Review of these graphemes and phonemes learned in Cycles 1–5 is woven through the Cycle 6 poem and the Letter-Sound Chant.

Down the road:

- In the Closing, students debrief a specific new learning or skill from the lesson and reflect on why it may be important to becoming proficient readers and writers. Throughout the module, guide students toward more specific responses (example: “I can remember the sound for ‘i’ if I think about the keyword ‘iguana’”). Consider asking students to name how habits of character (examples: persevering, listening to a partner) may contribute to becoming proficient readers and writers.

Lesson 35 Teaching Notes

Purpose of lesson and alignment to standards:

- During Work Time A, students continue to use the poem, now focusing on identifying rhyming words. They begin with a game that provides an introduction to the concept of rhyming and then revisit the poem, listening for words that rhyme (have the same ending sound). Phonemic awareness, the ability to focus on the separate, individual sounds (phonemes), is crucial for reading and spelling development. When students have trouble separating phonemes (sounds) in words, it can be challenging to attach phonemes to graphemes (letters) and use that knowledge to decode (read) and encode (spell) words. Rhyming develops this phonemic awareness, teaching students to group words together according to larger sound units. Rhyme Time guides students to analyze sounds in spoken words (RF.K.2a).

How it builds on previous work:

- Review of the graphemes and phonemes introduced in Cycles 1–5 are woven through the Cycle 6 poem and Letter-Sound Chant.

Down the road:

- In the Closing, students debrief a specific new learning or skill from the lesson and reflect on why it may be important to becoming proficient readers and writers. Throughout the module, guide students toward more specific responses (example: “I can make new words by changing the first sound of the word”). Consider asking students to name how habits of character (examples: persevering, listening to a partner) may contribute to becoming proficient readers and writers.

Preparation and Materials

- Letter Stories: “i” and “g” (wrapped in colorful paper or placed in a decorative container; wrapping and container are optional)
- Gather materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher)
- Keyword Picture Cards: “i” and “g” (one of each for teacher to display)
- Articulatory Gestures chart (to post)
- Snapshot Assessments (optional)
- Enlarged poem: “The Grumpy Iguana” (for teacher to display)
- Poem: “The Grumpy Iguana” (one per student in their poetry notebooks)
- Poetry notebooks: Each student needs a spiral or composition book with a copy of the poem glued or taped inside, or else a loose copy of the poem in a plastic sleeve
- “i” and “g” handwriting papers
- Large pointer (optional; for teacher to point to words in poem as the class recites)
- Highlighter, highlighter tape, or Wikki Stix (one for teacher to circle the letter in poem)

Reading Foundations Skills Block

- Writing utensil (optional; for students to circle the letters in their poetry notebook or on their loose copy of the poem; one per student)
- Letter Demonstration Board (one for teacher)
- Letter Formation Guidance document (standalone document for teacher reference; see K–2 Skills Resource Manual)
- Hand mirrors (optional; one per student or pair to see mouth movements)
- Keyword picture card: “n” (from Lesson 33)
- Work Time Picture Card: goose (one for display; from Lesson 35)
- Work Time Picture Card: boot (one for display; from Lesson 35)
- Colorful paper on which to display Keyword Picture Card: “i”